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# Specific Curriculum Outcomes

## Specific Curriculum Outcomes

Specific Curriculum Outcomes (SCOs) are a further delineation of the General Curriculum Outcomes for history. The SCOs and accompanying subset (delineations) which appear in column 1 of the curriculum guide are designed to give clear direction to teachers with respect to World History 3201. They set out what students are expected to know and be able to do as a result of their learning experiences in the course. These outcomes also assist educators in determining the most efficient resources and methodologies available to meet the needs of the student.

The skills and attitudes articulated in the General Curriculum Outcomes are integrated throughout the SCOs and related sample teaching/learning and assessment strategies. Each delineation is classified on a three-level hierarchy of thinking skills - from acquiring basic knowledge (knowing), to using this knowledge in new situations and analyzing relations (applying), and to reflecting and making judgements on this knowledge (integrating). The range of sample teaching and learning strategies in column 2 is used to achieve the outcomes articulated by the SCOs and delineations in column 1.

The SCOs and their delineations represent required learnings. Advance planning for the course and units should include consideration of the SCOs and their delineations and how they will be addressed and integrated within units and with other specific curriculum outcomes.

# How to Use the Four-Column Layout

**Unit Title** — Unit 1: World War I (1914 - 1918)

**Specific Curriculum Outcomes**

This column includes a specific curriculum outcome for this unit along with the delineations for each outcome.

| Specific Curriculum Outcomes   | Sample Teaching/Learning Strategies   |
|--|---|
| <p><i>SCO 1.1 The student will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the cause of World War I, including the following delineations:</i></p> <p>1.1.1 Define imperialism, nationalism, colony, Triple Alliance, Triple Entente, ultimatum. (A)</p> <p>1.1.2 Identify on a map the major world empires in 1900. (A)</p> <p>1.1.3 Examine reasons for expansion of the major imperial powers at the turn of the twentieth century. (A)</p> <p>1.1.4 Examine the origins of World War I with reference to nationalism, economic rivalry (imperialism), arms race and military alliances. (A)</p> <p>1.1.5 Examine the role of Germany in the formation of military alliances before World War I with reference to:                 <ul style="list-style-type: none"> <li>• Dual Alliance 1879</li> <li>• Triple Alliance 1882</li> <li>• Entente Cordiale 1907</li> </ul> </p> <p>1.1.6 Create a time line of the major steps to war between June 28 - August 6, 1914. (B)</p> <p>1.1.7 Evaluate the impact of the assassination of Archduke Franz Ferdinand on the outbreak of World War I in terms of: (D)                 <ul style="list-style-type: none"> <li>• Serbian nationalism</li> <li>• Austria-Serbian relations</li> <li>• German government's response</li> <li>• Russian mobilization</li> </ul> </p> <p>1.1.8 Assess how German and British attitudes toward war at the eve of World War I contributed to rivalry and conflict. (D)</p> | <p>Teachers should note that some delineations such as 1.1.2 and others throughout the guide may require the development of definitions for key terms, phrases or concepts, for example, military alliances.</p> <ul style="list-style-type: none"> <li>• View videos and read historical sources on high profile personalities related to the outbreak of World War I.</li> <li>• Listen to patriotic songs popular in Europe on the eve of World War I.</li> <li>• Research statistics on arms production and military policies on the eve of World War I.</li> <li>• Divide into groups and discuss sources of international tension in early 20th Century Europe.</li> <li>• Locate newspaper accounts of Austria - Hungary's ultimatum to Serbia following the assassination of Franz Ferdinand.</li> <li>• Formulate a question and support an answer based on documentary evidence related to a topic in this section. The answer is to be written in the form of an essay that requires students to read and analyze the documents individually and then plan and construct an appropriate response based upon their interpretation of the documentary evidence as a whole. Specific mention of individual documents should occur within the essay's introduction and wherever points made in the essay. In no case should documents simply be cited and summarized.</li> </ul> <p>Teacher Note: this will necessitate reviewing and/or teaching students how to write answers (essays) for document-based questions; for example:</p> <ul style="list-style-type: none"> <li>- discuss the steps for essay writing;</li> <li>- explain key terms used in the questions, e.g., analyst, source, and compare;</li> <li>- distribute and discuss sample answers to a typical document-based question;</li> <li>- provide opportunities for practice and suggestions for improvement; and</li> <li>- prepare and share with students the rubric for evaluation.</li> </ul> |

**Suggested Teaching/Learning Strategies**

This column suggests a variety of instructional approaches that are appropriate for the learner. Teachers should consider these as examples that they might modify to suit the particular needs of their students.

**Unit 1: World War I (1914 - 1918)**

**Suggested Assessment Strategy**

This column offers a wide range of assessment strategies which may be used in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and instructional strategies.

| Sample Assessment Strategies   | Educational Links  |
|--|--|
| <ul style="list-style-type: none"> <li>• Write a short biography of Otto von Bismarck, Wilhelm II, Franz Ferdinand and Gavrilo Princip.</li> <li>• Write nationalistic slogans and patriotic songs unknown for England, Germany and France in 1914.</li> <li>• Share research findings on arms production and military policies, immediately prior to WWI and debate their impact on international relations.</li> <li>• Prepare multi-media presentations on the underlying causes of World War I.</li> <li>• Draft a set of Austria - Hungary demands to Serbia resulting from the assassination of Franz Ferdinand that, if not met, will lead to war.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Baldwin, Spira, Strain, Cergies. <i>The Rise of the Global Village</i>. Toronto: McGraw-Hill Ryerson, Ltd. 1988</li> <li>• Broeman, Josh. <i>The World Since 1900</i>. Scarborough, Ontario: Longman Group Ltd. 1989</li> <li>• Crowe, David. <i>The Essentials of European History: 1914-1935: World War I and Europe in Crisis</i>. Painesville: Research and Education Association 1997</li> <li>• DeBorja, Neil. <i>The World This Century: Working with Evidence</i>. London: Bell and Hyman 1987</li> <li>• Haines, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1995</li> <li>• Kelly, Nigel and Whitlock, Murray. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Kriger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> <li>• Lyons, M.V. <i>Investigating History: The Twentieth Century</i>. London: Macmillan Education Ltd. 1988</li> <li>• Marshall, Richard (ed.) <i>Great Issues of the 20th Century: The Reader's Digest Association Ltd.</i> 1977</li> <li>• Reynolds, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Reynolds, Fiona. <i>The Twentieth Century World (Resource Pack)</i>. Oxford: Heinemann 1995</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>Cause of World War I</i> (2nd edition) educational and to-viral inc. Pleasantville, New York 10578</li> <li>• <i>The Great War and the Shaping of the 20th Century</i> (Episode One: Explosion) PBS Home Video</li> <li>• <i>The Game of Asper</i> (Teacher's Video Co.)</li> </ul> |

**Educational Links**

This column offers a listing of student resources which support the prescribed learning outcomes. A more extensive listing of resources with bibliographic detail is included in the Resource Section of this guide.

## Program Outcomes

### **Unit 1: World War I (1914 - 1918)**

Unit 1 examines the sources of tension among European nations that created the volatile political environment prior to the assassination of Archduke Franz Ferdinand which triggered war in 1914. Consideration will be given to the major causes and events of the war, the impact of new technologies applied to warfare, and the nature and terms of the peace process as the Allied Powers met at Versailles in January 1919.

**1.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the causes of World War I.**

| Delineations   | Sample Teaching/Learning Strategies   |
|--|---|
| <p>1.1.1 Define: imperialism, nationalism, colony, Triple Alliance, Triple Entente, ultimatum. (k)</p> <p>1.1.2 Identify on a map the major world empires in 1900. (k)</p> <p>1.1.3 Analyze reasons for expansion of the major imperial powers at the turn of the twentieth century. (a)</p> <p>1.1.4 Analyze the origins of World War I with reference to nationalism, economic rivalry (imperialism), arms race and military alliances. (a)</p> <p>1.1.5 Analyze the role of Germany in the formation of military alliances before World War I with reference to: (a)</p> <ul style="list-style-type: none"> <li>• Dual Alliance 1879</li> <li>• Triple Alliance 1882</li> <li>• Reinsurance Treaty 1887</li> </ul> <p>1.1.6 Create a time line of the major steps to war between June 28 - August 4, 1914. (k)</p> <p>1.1.7 Draw conclusions about the impact of the assassination of Archduke Franz Ferdinand on the outbreak of World War I in terms of: (a)</p> <ul style="list-style-type: none"> <li>• Serbian nationalism</li> <li>• Austro-Hungarian/Serbian relations</li> <li>• German government’s response</li> <li>• Russian mobilization</li> </ul> <p>1.1.8 Assess how German and British attitudes toward war on the eve of World War I contributed to rivalry and conflict. (i)</p> | <p><i>Teachers should note that some delineations such as 1.1.2 and others throughout the guide may require the development of definitions for key terms, phrases or concepts, for example, military alliances.</i></p> <p><b>Teachers can have students</b></p> <ul style="list-style-type: none"> <li>• View videos and read historical sources on high profile personalities related to the outbreak of World War I.</li> <li>• Listen to patriotic songs popular in Europe on the eve of World War I.</li> <li>• Research statistics on arms production and military policies on the eve of World War I.</li> <li>• Divide into groups and discuss sources of international tension in early 20th Century Europe.</li> <li>• Locate newspaper accounts of Austria - Hungary’s ultimatum to Serbia following the assassination of Franz Ferdinand.</li> <li>• Formulate a question and support an answer based on documentary evidence related to a topic in this section. The answer is to be written in the form of an essay that requires students to read and analyze the documents individually and then plan and construct an appropriate response based upon their interpretation of the documentary evidence as a whole. Specific mention of individual documents should occur within the essay to substantiate and illustrate points made in the essay. In no case should documents simply be cited and summarized.</li> </ul> <p><b>Teacher Note:</b> this will necessitate reviewing and/or teaching students how to write answers (essays) for document-based questions; for example:</p> <ul style="list-style-type: none"> <li>• discuss the steps for essay writing;</li> <li>• explain key terms used in the question, e.g., analyze, assess, and compare;</li> <li>• distribute and critique sample answers to a typical document-based question;</li> <li>• provide opportunities for practice and suggestions for improvement; and</li> <li>• prepare and share with students the rubric for evaluation.</li> </ul> |

**1.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the causes of World War I.**

| Sample Assessment Strategies  | Educational Links  |
|---|--|
| <p><b><i>Students, could for example</i></b></p> <ul style="list-style-type: none"> <li>• Write a short biography of Otto von Bismark, Wilhelm II, Franz Ferdinand and Gavrilo Princip.</li> <li>• Write nationalistic slogans and patriotic songs relevant for England, Germany and France in 1914.</li> <li>• Share research findings on arms production and military policies immediately prior to WWI, and debate their impact on international relations.</li> <li>• Prepare multi-media presentations on the underlying causes of World War I.</li> <li>• Draft a set of Austria - Hungary demands to Serbia resulting from the assassination of Franz Ferdinand that, if not met, will lead to war.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989</li> <li>• Crowe, David. <i>The Essentials of European History: 1914-1935: World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997</li> <li>• Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993</li> <li>• Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World (Resource Pack)</i>. Oxford: Heinemann 1995</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>Causes of World War I</i>, 2nd ed. (Educational Audio Visual Inc. Pleasantville, New York 10570)</li> <li>• <i>The Great War and the Shaping of the 20th Century</i>, Episode One: Explosion. (PBS Home Video)</li> <li>• <i>The Guns of August</i> (Teacher's Video Co.)</li> </ul> |

**1.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of important events of World War I.**

| Delineations   | Sample Teaching/Learning Strategies  |
|--|--|
| <p>1.2.1 Define: Schlieffen Plan, Battles of the Marne 1914/1918, Battle of Tannenberg, Battle of the Somme (Beaumont - Hamel), Zimmerman Telegram, Treaty of Brest-Litovsk, armistice. (k)</p> <p>1.2.2 Identify on a map the main members of the Allied Powers and Central Powers. (k)</p> <p>1.2.3 Explain how trench warfare contributed to a stalemate on the Western Front. (a)</p> <p>1.2.4 Examine the impact of each new military technology on the nature of war during World War I: (a)</p> <ul style="list-style-type: none"> <li>• machine guns</li> <li>• tanks</li> <li>• submarines</li> <li>• aircraft</li> <li>• gas</li> </ul> <p>1.2.5 Compare and contrast the nature of the war on the Eastern and Western Fronts. (a)</p> <p>1.2.6 Describe two reasons the United States joined the Allied Powers in 1917. (k)</p> <p>1.2.7 Analyze how the American entry into World War I and the Russian withdrawal from World War I affected the Allied war effort and the war's outcome. (a)</p> <p>1.2.8 Analyze the social, economic and political impact World War I had on Canada. (a)</p> <ul style="list-style-type: none"> <li>• social (change in the status of women)</li> <li>• economic (stimulation of Canadian industry)</li> <li>• political (greater Canadian role in international relations)</li> </ul> <p>1.2.9 Assess the issue of responsibility for the outbreak of World War I. (i)</p> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• Read diary entries from World War I soldiers who served on the Eastern or Western Fronts to promote student awareness of the human experience of war.</li> <li>• Discuss the impact of new military technologies on the human experience and physical environment during World War I.</li> <li>• Draw a chart on the blackboard with columns to record negative effects on the Allied War effort resulting from Russia's withdrawal from World War I and positive effects resulting from the United States entry into World War I.</li> </ul> |

**1.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of important events of World War I.**

| Sample Assessment Strategies  | Educational Links   |
|---|---|
| <p><b><i>Students can, for example</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrate historical empathy by assuming the role of a soldier fighting in the trenches on the Western Front and write a diary entry addressing the emotional and physical challenges experienced.</li> <li>• Prepare a collage of new military technologies (new for this time) and display on the classroom wall.</li> <li>• Participate in a panel discussion and debate on the impact of the Allied War effort resulting from the Russian withdrawal from World War I and the American entry into World War I.</li> <li>• Complete a group project for oral or multi-media presentation assessing blame for the outbreak of World War I.</li> <li>• Write newspaper headlines that might have appeared in Canadian newspapers during World War I to reflect the social, economic, or political impact the war had on Canada.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989</li> <li>• Brooman, Josh. <i>20th Century History Series: The Great War</i>. New York: Longman Group Ltd. 1985</li> <li>• Crowe, David. <i>The Essentials of European History: 1914-1935- World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997</li> <li>• Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993</li> <li>• Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Krieger, Larry et. al. (Teacher's edition) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World. (Resource Pack)</i> Oxford: Heinemann 1995</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>Beaumont Hamel: A Battle Remembered</i> (Memorial University of Newfoundland)</li> <li>• <i>The Great War and the Shaping of the 20th Century</i> (PBS Home Video)</li> <li>• <i>The Guns of August</i> (Teacher's Video Co.)</li> <li>• <i>The Trenches</i> (BBC)</li> <li>• <i>Canada and the Great War 1914-1918 A Nation Born!</i> Available from Veterans Affairs Canada or by visiting: <a href="http://www.vac-acc.gc.ca/youth/sub.cfm?source=teachresources/edkits">http://www.vac-acc.gc.ca/youth/sub.cfm?source=teachresources/edkits</a></li> </ul> |

**1.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the peace process ending World War I.**

| Delineations  | Sample Teaching/Learning Strategies  |
|---|--|
| <p>1.3.1 Summarize Wilson’s Fourteen Points. (k)</p> <p>1.3.2 Analyze French and British objectives at the Paris Peace Conference. (a)</p> <p>1.3.3 Summarize the main terms of the Treaty of Versailles. (k)</p> <p>1.3.4 Draw conclusions about whether or not the Treaty of Versailles was a just peace treaty. (a)</p> <p>1.3.5 Explain the purpose for creating the League of Nations. (a)</p> <p>1.3.6 Predict what impact the Versailles Treaty might have on Germany and European stability during the post-war period. (i)</p> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• Research on-line biographical information on important political leaders and delegates at the Paris Peace Talks.</li> <li>• Debate the War Guilt clause of the Versailles Treaty.</li> <li>• Examine opposing historian views of the War Guilt clause of the Versailles Treaty.</li> <li>• Brainstorm the potential effects of imposing harsh peace conditions on Germany at Versailles.</li> </ul> |

**1.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the peace process ending World War I.**

| Sample Assessment Strategies   | Educational Links   |
|--|---|
| <p><b><i>Students could, for example</i></b></p> <ul style="list-style-type: none"> <li>• Choose personalities and role-play a debate over the peace terms presented to German officials at Versailles. Personalities include:               <ul style="list-style-type: none"> <li>• Woodrow Wilson</li> <li>• David Lloyd George</li> <li>• Georges Clemenceau</li> <li>• Count von Brockdorff-Ranzau</li> </ul> </li> <li>• Conduct a questionnaire to measure student views on whether the War Guilt clause against Germany was fair or unfair.</li> <li>• Design a poster to highlight the main terms of the Treaty of Versailles.</li> <li>• Prepare a multi-media presentation on the League of Nations highlighting its mandate and challenges to achieving its aims.</li> <li>• Analyze documents to determine the impact the Versailles Treaty had on creating German bitterness shortly after World War I.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989</li> <li>• Brooman, Josh. <i>Twentieth Century History Series: The World Remade</i>. Longman Group Ltd. 1985</li> <li>• Crowe, David. <i>The Essentials of European History: 1914-1935 World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997</li> <li>• Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993</li> <li>• Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Krieger, Larry et. al. (Teacher's edition) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. (Resource Pack) Oxford: Heinemann 1995</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>The Great War and the Shaping of the Twentieth Century</i>. (PBS Home Video)</li> </ul> |



**Unit 2: Challenges and Changes**

Unit 2 examines political developments in Russia from the early twentieth century to the 1930s, and the rise of totalitarian states in Italy and Germany during the interwar period. Topics covered include the demise of Tsarist Russia, the emergence and consolidation of Russian communism, and the rise of fascism in Italy and Germany.

**2.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the emergence and consolidation of communism in Russia**

| Delineations   | Sample Teaching/Learning Strategies  |
|--|--|
| <p>2.1.1 Define: Marxism, Bolsheviks, March Revolution, Provisional Government, Petrograd Soviet, November Revolution, “collectivization”, kulaks, Stalin “purges”. (k)</p> <p>2.1.2 Using historical documents explain Marx’s ideas on: (a)</p> <ul style="list-style-type: none"> <li>• the relations between social classes;</li> <li>• work and economic value;</li> <li>• the bourgeoisie; and</li> <li>• the proletariat.</li> </ul> <p>2.1.3 Analyze the impact of discontent in pre-revolutionary Russia by considering the: (a)</p> <ul style="list-style-type: none"> <li>• autocratic government of Tsar Nicholas II;</li> <li>• plight of peasants and factory workers;</li> <li>• political reform demands by Liberals and Marxists;</li> <li>• impact of Russo-Japanese War and World War I; and</li> <li>• influence of Grigori Rasputin.</li> </ul> <p>2.1.4 Evaluate how the policies of the Provisional Government led to its downfall and the Bolshevik takeover by examining: (i)</p> <ul style="list-style-type: none"> <li>• the continued war effort; and</li> <li>• the postponed land reform.</li> </ul> <p>2.1.5 Compare the roles of each political leader in the Russian Revolution. (a)</p> <ul style="list-style-type: none"> <li>• Alexander Kerensky</li> <li>• Leon Trotsky</li> <li>• Vladimir Lenin</li> <li>• Nicholas II</li> </ul> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• View biographical or historical videos providing insight into the lives of people who played an important role in the Russian Revolution.</li> <li>• Examine primary sources related to the Russian Revolution for student analysis and discussion.</li> <li>• Brainstorm how the policies of the Provisional Government might be received by Russian peasants and soldiers.</li> <li>• Analyze documents dealing with experiences of Russian citizens during the Russian Revolution and the Stalin Era.</li> </ul> |

**2.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the emergence and consolidation of communism in Russia**

| Sample Assessment Strategies   | Educational Links  |
|--|--|
| <p><b><i>Students could, for example</i></b></p> <ul style="list-style-type: none"> <li>• Provide written summaries of videos related to the Russian Revolution or people who played important roles in the Russian Revolution.</li> <li>• Write news headlines that might have appeared in a Petrograd newspaper in 1917.</li> <li>• Draft petitions of protest to Tsar Nicholas II in 1917 expressing a variety of concerns with political, social and economic conditions in Russia.</li> <li>• Complete a list of sentence fragments designed to reinforce awareness of unpopular policies of the Provisional Government.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989</li> <li>• Brooman, Josh. <i>Twentieth Century History Series: Stalin and the Soviet Union</i>. Longman Group Ltd. 1988</li> <li>• Crowe, David. <i>The Essentials of European History: 1914-1935- World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997</li> <li>• Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993</li> <li>• Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> <li>• Lyons, M.V. <i>Investigating History: The Twentieth Century</i>. London: Macmillan Education Ltd. 1988</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World. (Resource Pack)</i> Oxford: Heinemann 1995</li> <li>• Shuter, Jane. <i>Russia and the USSR 1905-1956</i>. Oxford: Heinemann 1996</li> <li>• Shuter, Paul and Lewis, Terry. <i>Skills in History, Book 3 - The Twentieth Century</i>. Oxford: Heineman 1988</li> </ul> |

**2.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the emergence and consolidaton of communism in Russia**

| Delineations  | Sample Teaching/Learning Strategies  |
|---|--|
| <p><i>(continued)</i></p> <p>2.1.6 Describe the events and immediate outcome of the Russian Civil War. (k)</p> <p>2.1.7 Analyze how the Treaty of Brest-Litovsk and “war communism” enabled Lenin to consolidate power in Russia. (a)</p> <p>2.1.8 Assess the economic and social impact of the New Economic Policy and Five Year Plans. (i)</p> <p>2.1.9 Analyze the methods Stalin used to exercise control over the Soviet people. (a)</p> | <p><i>(continued)</i></p> <ul style="list-style-type: none"> <li>• Analyze documents to assess the impact of Stalin’s policies on Soviet citizens.</li> <li>• Summarize Niccolb Machiavelli’s book <i>The Prince</i> for comparison with Satalin’s beliefs about gaining and maintaining political power.</li> </ul> |

**2.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the emergence and consolidation of communism in Russia**

| Sample Assessment Strategies  | Educational Links  |
|---|--|
| <p><i>(continued)</i></p> <ul style="list-style-type: none"> <li>• Write an obituary for Joseph Stalin addressing:               <ul style="list-style-type: none"> <li>• important events in his life</li> <li>• his beliefs</li> <li>• his successes and failures</li> </ul> </li> <li>• Write summaries reflecting Machiavelli's and Stalin's views about the end justifying the means in politics.</li> </ul> | <p><i>(continued)</i></p> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>From Czar to Stalin</i> (MPI HomeVideo, MPI Media Group)</li> <li>• <i>Joseph Stalin</i> (Arts and Entertainment Biography)</li> <li>• <i>Lenin</i> (A &amp; E Biography)</li> <li>• <i>Nicholas I</i> (A &amp; E Biography)</li> <li>• <i>Nicholas and Alexandra</i> (A &amp; E Biography)</li> <li>• <i>Russia's War: Blood Upon The Snow</i> (PBS Home Video)</li> </ul> |

**2.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the Great Depression and the emergence and nature of fascism in Italy and Germany.**

| Delineations  | Sample Teaching/Learning Strategies  |
|---|--|
| <p>2.2.1 Define: Weimar Republic, Munich Beer Hall Putsch, New Deal, Enabling Act, Gestapo, anti-semitism, Nuremburg Laws, Kristallnacht, March on Rome, Mein Kampf. (k)</p> <p>2.2.2 Analyze each basic element of fascism: (a)</p> <ul style="list-style-type: none"> <li>• extreme nationalism</li> <li>• dictatorship</li> <li>• economic self-sufficiency</li> <li>• military strength and war</li> </ul> <p>2.2.3 Assess how each of the following played an important role in Mussolini’s rise to power in Italy: (i)</p> <ul style="list-style-type: none"> <li>• economic difficulties</li> <li>• weakness of coalition governments</li> <li>• industrialist fears of socialism and communism</li> </ul> <p>2.2.4 Examine how each of the following posed a problem for the Weimar Republic and contributed to Hitler’s rise to power: (a)</p> <ul style="list-style-type: none"> <li>• Treaty of Versailles</li> <li>• economic difficulties</li> <li>• fear of communism by the middle class and business leaders</li> </ul> <p>2.2.5 Using historical documents explain how each of the following factors was a major cause of the Great Depression: (a)</p> <ul style="list-style-type: none"> <li>• over-production and over-expansion by businesses</li> <li>• consumer overspending with credit during the Roaring Twenties</li> <li>• impact of high tariffs on international trade</li> <li>• too many purchases of stocks on credit</li> </ul> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• Read documents and articles on the nature of fascism and share the key points with the class.</li> <li>• Read and interpret statistics and graphical information on inflation facing Weimar Germany and unemployment facing Germany from 1933-1939.</li> <li>• Listen to an audio recording of a political speech by Hitler or Mussolini to gain insight into the policies, beliefs, and character of each leader.</li> <li>• View a video addressing the economic and political climate in Italy that contributed to Mussolini’s rise to power.</li> </ul> |

**2.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the Great Depression and the emergence and nature of fascism in Italy and Germany.**

| Sample Assessment Strategies   | Educational Links   |
|--|---|
| <p><b><i>Students could, for example</i></b></p> <ul style="list-style-type: none"> <li>• Write slogans and quotations reflecting fascist ideology.</li> <li>• Write and deliver political speeches for Hitler addressing important issues to the Nazis.               <ul style="list-style-type: none"> <li>• anti-semitism</li> <li>• Treaty of Versailles</li> <li>• territorial expansion</li> <li>• economic growth</li> </ul> </li> <li>• Sketch graphic organizers, e.g., pictures and graphs, to illustrate economic and political difficulties in Italy between 1920-1922.</li> <li>• Research documents from the Great Depression years to gain insight into the causes of the Depression and the impact it had on peoples' lives.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Brooman, Josh. <i>Twentieth Century History Series: Hitler's Germany</i>. New York: Longman Group Ltd. 1985</li> <li>• Brooman, Josh. <i>Twentieth Century History Series: Italy and Mussolini</i>. New York: Longman Group Ltd. 1985</li> <li>• Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989</li> <li>• Crowe, David. <i>The Essentials of European History: 1914-1935 World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997</li> <li>• Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993</li> <li>• Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> <li>• Lee, Stephen. <i>Weimar and Nazi Germany</i>. Oxford: Heinemann 1996</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. (Resource Pack) Oxford: Heinemann 1995</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>Anne Frank</i> (Buena Vista Home Entertainment, Inc.)</li> <li>• <i>Hitler: The Road to Power</i> (Best Film &amp; Video Corp.)</li> <li>• <i>Mussolini</i> (A &amp; E Biography)</li> <li>• <i>The Nazis</i> (BBC)</li> <li>• <i>The Speeches Collection: Adolph Hitler</i> (MPI Home Video, MPI Media Group)</li> </ul> |

**2.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the Great Depression and the emergence and nature of fascism in Italy and Germany.**

| Delineations   | Sample Teaching/Learning Strategies  |
|--|--|
| <p><b>(continued)</b></p> <p>2.2.6 Use selected pieces of music, art, literature, or fashion to draw conclusions about the impact of the Great Depression on the daily lives of citizens. (a)</p> <p>2.2.7 Describe two domestic policies introduced by Mussolini and two introduced by Hitler to establish totalitarian states. (k)</p> <ul style="list-style-type: none"> <li>• Mussolini - abolition of all political parties except the Fascist Party, and censorship of the press</li> <li>• Hitler - abolition of all political parties except the Nazi Party, and establishment of a secret police force (Gestapo) to purge government opposition</li> </ul> <p>2.2.8 Analyze Nazi policies toward Jews, gypsies, communists, homosexuals and religious minorities. (a)</p> | <p><b>(continued)</b></p> <ul style="list-style-type: none"> <li>• Brainstorm how personal qualities and experiences might impact on leadership abilities.</li> <li>• Demonstrate historical empathy by reading and discussing selected excerpts from the <i>Diary of Anne Frank</i> to promote appreciation of her values and outlook on life.</li> </ul> |

**2.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the Great Depression and the emergence and nature of fascism in Italy and Germany.**

| Sample Assessment Strategies  | Educational Links |
|---|-------------------|
| <p><i>(continued)</i></p> <ul style="list-style-type: none"> <li>• Think about and write down impressions while listening to a political speech by Hitler or Mussolini.               <ul style="list-style-type: none"> <li>• What is the speaker's key message?</li> <li>• What is the speaker's point of view?</li> <li>• How does the speaker's oratory style affect the impact of the message?</li> <li>• If the text of the speech is available, compare impressions from hearing the speech to impressions from reading the speech.</li> </ul> </li> <li>• Write letters of protest to Hitler criticizing the nature of the Nazi totalitarian regime.</li> </ul> |                   |



**Unit 3: International Tensions During the 1930s and World War II (1939-1945)**

Unit 3 examines international relations and the road to war during the 1930s with an emphasis on Hitler's territorial expansionist plans and the ineffectiveness of the League of Nations in dealing with threats to world peace. Coverage is also given to major events of World War II, the legacy of the Nazi program of genocide, the wartime conferences which helped shape post-war political developments and the formation of the United Nations.

**3.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the causes of World War II.**

| Delineations   | Sample Teaching/Learning Strategies  |
|--|--|
| <p>3.1.1 Define: Pan-Germanism, Lebensraum, Anschluss, Sudetenland, Munich Pact, Nazi-Soviet Pact. (k)</p> <p>3.1.2 Identify the two main military alliances of World War II and list two key members of each. (k)</p> <p>3.1.3 Analyze the League of Nation’s effectiveness in dealing with threats to world peace with reference to: (a)</p> <ul style="list-style-type: none"> <li>• Japanese occupation of Manchuria 1931-1932</li> <li>• Italian invasion of Ethiopia 1935</li> <li>• German rearmament 1935</li> <li>• German occupation of the Rhineland 1936</li> <li>• Japanese all-out war against China 1937</li> </ul> <p>3.1.4 Analyze reasons for German expansion during the late 1930s. (a)</p> <p>3.1.5 Describe the policy of appeasement as it is related to German expansion and identify two reasons why Britain and France were prepared to follow this policy. (k)</p> <p>3.1.6 Evaluate the effectiveness of appeasement in containing the territorial expansion of Nazism. (i)</p> <p>3.1.7 Analyze documents to compare Winston Churchill’s views on appeasement with those of Neville Chamberlain. (a)</p> <p>3.1.8 Explain why Britain and France ended appeasement with Hitler’s demands on Poland. (a)</p> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• Use historical maps and atlases to study political boundaries, military alliances and other related information important to understanding conditions immediately prior to World War II.</li> <li>• Examine pictures of major political or military personalities, related to this SCO.</li> <li>• Demonstrate historical empathy by reading and summarizing excerpts from biographies or autobiographies of important political leaders who helped shape important international developments during the 1930’s.</li> <li>• Read and discuss excerpts from <i>Mein Kampf</i> pertaining to “lebensraum” and Hitler’s territorial expansion plans for Germany.</li> <li>• Work in groups to discuss views on appeasement as a policy in dealing with an international aggressor.</li> </ul> |

**3.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the causes of World War II.**

| Sample Assessment Strategies  | Educational Links  |
|---|--|
| <p><b>Students could, for example</b></p> <ul style="list-style-type: none"> <li>Trace a world map outlining national boundaries and label military alliances and member nations on the eve of World War II.</li> <li>Prepare a photo album of historical figures and events important to understanding the outbreak of World War II.</li> <li>Create a timeline of international events threatening world peace from 1931-1939.</li> <li>Prepare a written summary of sections of <i>Mein Kampf</i> pertaining to Hitler’s plans for territorial expansion.</li> <li>Analyze passages on appeasement to determine the different positions taken by Neville Chamberlain and Winston Churchill.</li> <li>Colour and date areas of territorial expansion by Nazi Germany on a political map of Europe for the period between 1936-1939.</li> <li>Role play a debate on the effectiveness of appeasement in dealing with territorial aggression by Hitler during the 1930s.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>Brooman, Josh. <i>20th Century History Series: Hitler’s Germany</i>. New York: Longman</li> <li>Brooman, Josh. <i>20th Century History Series: Italy and Mussolini</i>. New York: Longman Group Ltd. 1985</li> <li>Brooman, Josh. <i>20th Century History Series: Roads To War</i>. New York: Longman</li> <li>Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989.</li> <li>Crowe, David. <i>The Essentials of European History: 1914-1935- World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997.</li> <li>Friedrich, Otto. (1989, August 28) “World War II: When Darkness Fell”. Time pp. 24-42</li> <li>Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993.</li> <li>Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995.</li> <li>Krieger, Larry. et. al. (Teacher’s ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992.</li> <li>Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995.</li> <li>Reynoldson, Fiona. <i>The Twentieth Century World</i>. (Resource Pack) Oxford: Heinemann 1995</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li><i>Causes of World War II</i>, 2nd ed. (Educational Audio Visual Inc. Pleasantville, New York 10570)</li> <li><i>Churchill</i> (A&amp;E Biography)</li> <li><i>The Speeches Collection: Adolph Hitler</i> (MPI Home Video, MPI Media Group)</li> </ul> |

**3.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the events of World War II.**

| Delineations  | Sample Teaching/Learning Strategies  |
|---|--|
| <p>3.2.1 Define: blitzkrieg, phoney war, Maginot Line, kamikazes. (k)</p> <p>3.2.2 Assess the early success of Germany in the first year of World War II. (i)</p> <p>3.2.3 Analyze two reasons why Britain was able to survive the Battle of Britain. (a)</p> <p>3.2.4 Describe the impact of the following key battles on the outcome of World War II: (a)</p> <ul style="list-style-type: none"> <li>• Dunkirk evacuation</li> <li>• Battle of Britain</li> <li>• Operation Barbarossa</li> <li>• Battle of El Alamein</li> <li>• Battle of Stalingrad</li> <li>• Battle of the Atlantic</li> <li>• Battles of Midway and Coral Sea</li> <li>• Normandy invasion (D-Day)</li> </ul> <p>3.2.5 Explain how the stationing of the American Pacific fleet in Pearl Harbour and American economic sanctions against Japan strained Japanese-American relations prior to the attack on Pearl Harbour. (a)</p> <p>3.2.6 Describe how each of the following factors contributed to American military success over Japan. (k)</p> <ul style="list-style-type: none"> <li>• size of American fleet</li> <li>• more advanced technology and greater industrial strength</li> </ul> <p>3.2.7 Analyze how the American entry into world War II affected the war's outcome. (a)</p> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• Use a graphic organizer to compare conventional weapons and approaches to military strategy for World Wars I and II.</li> <li>• Describe how advances in technology and the leadership of Winston Churchill played important roles in British success during the Battle of Britain.</li> <li>• Examine documents pertaining to early German military actions to assess the extent of German success or failure.</li> <li>• Examine sketchings of blitzkrieg tactics to promote student understanding of the tactical co-ordination between the assault air forces and mobile ground forces never achieved before in war.</li> <li>• Make links or connections between Hitler's personal military decisions and Germany's military setbacks.</li> <li>• Read documents and articles dealing with the reasons for Japan's attack on Pearl Harbour and share the key points with the class.</li> <li>• Role-play Wehrmacht military advisers making recommendations to Hitler on preparations for the invasion of Russia.</li> </ul> |

**3.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the events of World War II.**

| Sample Assessment Strategies  | Educational Links  |
|---|--|
| <p><b><i>Students could, for example</i></b></p> <ul style="list-style-type: none"> <li>• Draw a strip cartoon to explain the blitzkrieg method of attack.</li> <li>• Present photos or models of R.A.F. and Luftwaffe aircraft used during the Battle of Britain. Assess advantages and disadvantages of each.</li> <li>• Create a timeline of German military success during the first year of World War II.</li> <li>• Prepare a photo album on major battles of World War II.</li> <li>• Complete a three column chart identifying economic, political and military reasons why Japan attacked Pearl Harbour.</li> <li>• Engage in group debate and discussion on whether or not the American use of atomic bombs against Japan was justified.</li> </ul> | <p>Print</p> <ul style="list-style-type: none"> <li>• Brooman, Josh. <i>Twentieth Century History Series: Roads to War</i>. New York: Longman Group Ltd. 1989</li> <li>• Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd 1989</li> <li>• Crowe, David. <i>The Essentials of European History - Europe Since 1935: From World War II to the Demise of Communism</i>. Piscataway: Research and Education Association 1997</li> <li>• Friedrich, Otto. (1989, August 28) "World War II: When Darkness Fell". Time pp. 24-42</li> <li>• Friedrich, Otto. (1989, Sept. 4) "World War II: When Darkness Fell". Time pp. 24-44</li> <li>• Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993</li> <li>• Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. (Resource pack) Oxford: Heinemann 1995</li> </ul> |

**3.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the events of World War II.**

| Delineations   | Sample Teaching/Learning Strategies   |
|--|---|
| <p><i>(continued)</i></p> <p>2.8 Judge whether or not the dropping of atomic bombs on Japan was justified. (i)</p> <p>3.2.9 Describe the tragedy of war with reference to each: (k)</p> <ul style="list-style-type: none"> <li>• The Holocaust</li> <li>• Allied bombing of Dresden</li> <li>• Japanese treatment of prisoners of war</li> </ul> | <p><i>(continued)</i></p> <ul style="list-style-type: none"> <li>• View a documentary video of the Holocaust and bring in guest speakers (e.g., survivors or relatives of victims) to reinforce student understanding of Hitler’s genocidal policies and other crimes against humanity.</li> <li>• Present articles in support of and against the American decision to drop atomic weapons on Japan during World War II.</li> </ul> |

**3.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the events of World War II.**

| Sample Assessment Strategies   | Educational Links   |
|--|---|
| <p><i>(continued)</i></p> <ul style="list-style-type: none"> <li>• Prepare a multi-media presentation on images of the Holocaust to capture the human experience.</li> <li>• Imagine being appointed as an advisor to President Truman, who has been informed by his military advisers that the United States is now in a position to end the war with Japan quickly by dropping an atomic bomb. What advice would you give him? <ul style="list-style-type: none"> <li>• read about the events in your text and reflect on the choices. What advice would you give? For? Neutral? Against? Support your view with evidence.</li> <li>• reflect on the decision today. Was it the best possible decision?</li> <li>• in groups for and against, discuss the arguments you would put forward for defending or attacking Truman's decision.</li> <li>• present one of your arguments followed by an argument from the opposite side until all arguments are presented.</li> <li>• each side makes a short presentation summing up their side and refutes the arguments from the other side.</li> <li>• what criteria would you use to judge the debate and determine the winner?</li> <li>• in a paragraph synthesize the points of view expressed by both sides.</li> </ul> </li> </ul> | <p><i>(continued)</i></p> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>The Final Solution</i>, Vol. 3 (Thames Video Collection)</li> <li>• <i>The Holocaust: In Memory of Millions</i> (1994 Discovery Communications Inc.)</li> <li>• <i>World War II: Europe</i> (Time)</li> <li>• <i>World War II: Pacific</i> (Time)</li> <li>• <i>Voices of Survival</i> (Canadian Jewish Congress)</li> <li>• <i>Sacrifice, Achievement, Legacy - Canadians and the Second World War 1939-1945</i>, available from Veterans Affairs Canada by visiting <a href="http://www.vac-acc.gc.ca/youth/sub.cfm?source=teachresources/edkits">http://www.vac-acc.gc.ca/youth/sub.cfm?source=teachresources/edkits</a></li> </ul> |

**3.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of wartime conferences and political developments which helped shape the post-war period.**

| Delineations  | Sample Teaching/Learning Strategies   |
|---|---|
| <p>3.3.1 Define: Atlantic Charter, sphere-of-influence, Nuremberg Trials. (k)</p> <p>3.3.2 Describe the general agreements made at Yalta regarding the political future of Germany and Eastern Europe with reference to: (k)</p> <ul style="list-style-type: none"> <li>• the division of Germany; and</li> <li>• free elections in Eastern Europe</li> </ul> <p>3.3.3 Draw conclusions about how differing interpretations of the Yalta agreements between the Soviet Union and the West might pose future tension over Germany and Eastern Europe. (a)</p> <p>3.3.4 Analyze the decisions reached at Potsdam regarding contentious issues relating to Poland and Germany. (a)</p> <p>3.3.5 Evaluate how new leaders and technological developments increased tension at Potsdam. (i)</p> <p>3.3.6 Analyze the challenges faced by the United Nations with reference to its: (a)</p> <ul style="list-style-type: none"> <li>• structure</li> <li>• purposes and principles</li> </ul> <p>3.3.7 Use selected pieces of music, fashion, art or literature to show the impact of World War II on the daily lives of citizens. (a)</p> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• Research primary or secondary sources on wartime conferences to promote understanding of contentious issues.</li> <li>• View biographical or historical videos showing the positions taken by Churchill, Roosevelt, Truman and Stalin in wartime conferences.</li> <li>• Make a list of the types of economic, social, political and military concerns the United Nations was designed to deal with.</li> <li>• Participate in a panel discussion of students role-playing Churchill, Roosevelt, Truman, and Stalin to voice the perspectives and views each had at the war time conferences.</li> <li>• Use videos, pictures, music, and literary works to promote appreciation and awareness of cultural aspects of life during the 1930s and the World War II years.</li> </ul> |

**3.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of wartime conferences and political developments which helped shape the post-war period.**

| Sample Assessment Strategies  | Educational Links   |
|---|---|
| <p><b><i>Students could, for example</i></b></p> <ul style="list-style-type: none"> <li>• Analyze passages from wartime conferences or quotations from Roosevelt, Truman, Churchill and Stalin to determine differences in positions on the post-war political future of Europe.</li> <li>• Analyze primary or secondary sources to evaluate how changing personalities, political developments and technological developments affected wartime conferences.</li> <li>• Design a poster showing the structure, purposes and principles of the United Nations set down in 1945.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Brooman, Josh. <i>The World Since 1900 Sourcebook</i>. London:Longman Group Ltd. 1989</li> <li>• Crowe, David. <i>The Essentials of European History - Europe Since 1935: From World War II to the Demise of Communism</i>. Piscataway: Research and Education Association 1997</li> <li>• Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993</li> <li>• Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. (resource pack) Oxford: Heinemann 1995</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>The Legacy of Nuremberg</i>. (Films For The Humanities and Sciences.)</li> </ul> |



**Unit 4: The Cold War**

Unit 4 engages students in a study of the origins of the Cold War which developed between the United States and the Soviet Union when they emerged as rival superpowers at the end of World War II and into the post-war era. Unit 4 also fosters student insight into major focal points of the Cold War and the reforms of the Gorbachev Era which precipitated the collapse of communism in the Soviet Union and Eastern Europe.

**4.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of how the Cold War began and its impact on Europe.**

| Delineations  | Sample Teaching/Learning Strategies  |
|---|--|
| <p>4.1.1 Define: Cold War, containment. (k)</p> <p>4.1.2 Analyze the impact of Churchill’s “Iron Curtain” speech and Stalin’s “two hostile camps” speech on the deterioration of Soviet-Western relations. (a)</p> <p>4.1.3 Analyze how the policy of containment was reflected in the Truman Doctrine, the Marshall Plan, Berlin Airlift, and the formation of NATO. (a)</p> <p>4.1.4 Evaluate the reaction of the Soviet Union to containment by referring to the Molotov Plan, Berlin Blockade, and formation of the Warsaw Pact. (i)</p> <p>4.1.5 Identify on a map NATO and Warsaw Pact members in 1955. (k)</p> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• View a video covering Cold War developments in Europe from 1945-1955 and have them summarize and discuss these developments.</li> <li>• Examine a political map of Europe before and after World War II to show how political boundaries changed.</li> <li>• Work in teams to compete in a game of questions and charades based on Cold War events and personalities.</li> <li>• Present primary sources pertaining to the Molotov Plan, Berlin Blockage, and the formation of the Warsaw Pack to assess Soviet reaction to containment.</li> </ul> |

**4.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of how the Cold War began and its impact on Europe.**

| Sample Assessment Strategies  | Educational Links  |
|---|--|
| <p><b><i>Students could, for example</i></b></p> <ul style="list-style-type: none"> <li>• Construct a ‘Cold War Dictionary’ or ‘Fact Book’ of important events and personalities for the period 1945-1955.</li> <li>• Design an editorial page with writings and political cartoons pertinent to Cold War developments from 1945-1955.</li> <li>• Identify and label European countries having communist political systems in 1948.</li> <li>• Participate in a pro-American versus a pro-Soviet debate to assess responsibility for heightened East-West tension during Cold War European events to 1955. Issues for debate include: Iron Curtain Speech, “two hostile camps speech”, Truman Doctrine, Marshall Plan, Molotov Plan, Berlin Blockade, Berlin Airlift, NATO, Warsaw Pack.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989</li> <li>• Crowe, David. <i>The Essentials of European History - Europe since 1935: From World War II to the Demise of Communism</i>. Piscataway: Research and Education Association 1997</li> <li>• Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993</li> <li>• Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Krieger, Larry et. al. (Teacher’s ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995</li> <li>• Reynoldson, Fiona. <i>The Twentieth Century World</i>. (Resource Pack) Oxford: Heinemann 1995</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>Cold War</i> (CNN)</li> </ul> |

**4.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of major Cold War incidents outside Europe - spotlight Korea, Cuba, and Vietnam.**

| Delineations   | Sample Teaching/Learning Strategies   |
|--|---|
| <p>4.2.1 Define: Uniting for Peace resolution, veto, Viet Cong, Viet Minh. (k)</p> <p>4.2.2 Analyze the Korean War, Cuban Missile Crisis and Vietnam War from the following perspectives: (a)</p> <ul style="list-style-type: none"> <li>• causes</li> <li>• results</li> </ul> <p>4.2.3 Assess whether the Korean War provides a better example of American containment or United Nations peacemaking. (i)</p> <p>4.2.4 Use selected pieces of music, fashion, art or literature to draw conclusions about the impact of the Cold War Era thinking. (a)</p> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• Examine the world’s national political boundaries for the time period covered in SCO 4.2. Teachers can provide a large overhead transparency of the boundaries and have students colour Korea, Cuba and Vietnam. Next, they can have students label the personalities identified below over the country coloured on the map to which each is associated.</li> <li>• Complete a retrieval chart of the following political leaders and fill in one piece of information important to understanding the role each played in the Cold War:             <ul style="list-style-type: none"> <li>• Kim Il Sung</li> <li>• Syngman Rhee</li> <li>• Douglas MacArthur</li> <li>• Gamal Abdel Nasser</li> <li>• Fidel Castro</li> <li>• John F. Kennedy</li> <li>• Nikita Khrushchev</li> <li>• Ho Chi Minh</li> <li>• Ngo Dinh Diem</li> <li>• Lyndon Johnson</li> <li>• Joseph McCarthy</li> </ul> </li> <li>• Participate in a panel discussion of students role-playing Kennedy, Khrushchev and Castro to voice differing leader perspectives on the causes of the Cuban Missile Crisis.</li> </ul> |

**4.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of major Cold War incidents outside Europe - spotlight Korea, Cuba, and Vietnam.**

| Sample Assessment Strategies  | Educational Links  |
|---|--|
| <p><b>Students could, for example</b></p> <ul style="list-style-type: none"> <li>• Collect photos of the political leaders identified in the <i>Suggested Teaching/Learning Strategies</i> column. They could research and present information related to each person.</li> <li>• Assume the role of an American citizen against American military operations in Vietnam during the Vietnam War and write a poem/song or prepare a poster of protest.</li> <li>• Engage in group debate to assess the importance of timing in the United States resolution for UN action against North Korea in 1950.</li> <li>• Conduct a questionnaire of classmates to measure student opinion regarding responsibility for the Cuban Missile Crisis.</li> <li>• Prepare group presentations (print and non-print) on the impact of music, fashion, art and literature on the Cold War Era.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989</li> <li>• Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993</li> <li>• Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>Cold War</i> (CNN)</li> <li>• <i>Vietnam: Chronicle of a War</i> (CBS News)</li> <li>• <i>Thirteen Days</i> - Movie</li> </ul> |

**4.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the end of the Cold War, the Break-up of the Soviet Union, and the collapse of communism in Eastern Europe.**

| Delineations  | Sample Teaching/Learning Strategies   |
|---|---|
| <p>4.3.1 Define: détente, Star Wars. (k)</p> <p>4.3.2 Analyze the impact of perestroika and glasnost on the economic and social conditions in the Soviet Union (a)</p> <p>4.3.3 Assess the impact of Gorbachev’s reform on Eastern Europe, the Soviet Union and the global community with reference to. (i)</p> <ul style="list-style-type: none"> <li>• collapse of communism in Eastern Europe</li> <li>• re-unification of the two Germanys</li> <li>• end of the Cold War</li> </ul> <p>4.3.4 Analyze each of the following challenges facing former Soviet Republics: (a)</p> <ul style="list-style-type: none"> <li>• political reform</li> <li>• economic stability</li> <li>• ethnic relations</li> </ul> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• Divide into groups to research and summarize the economic and social problems experienced in Russia when Mikhail Gorbachev took office in 1985.</li> <li>• View a video to assess the collapse of communism in Eastern Europe and the Soviet Union.</li> <li>• Examine statistics on economic and social conditions in Russia during the 1980’s.</li> <li>• Make links between political reform in the Soviet Union and political events in the Soviet Union’s satellite states of Eastern Europe.</li> <li>• Prepare a political map showing the fifteen republics of the former Soviet Union and highlight those republics that are now independent states.</li> </ul> |

**4.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the end of the Cold War, the Break-up of the Soviet Union, and the collapse of communism in Eastern Europe.**

| Sample Assessment Strategies  | Educational Links  |
|---|--|
| <p><b><i>Students could, for example</i></b></p> <ul style="list-style-type: none"> <li>• Create collages or multimedia presentations depicting images of social and economic conditions in Russia during the 1980's.</li> <li>• Prepare political platforms calling for economic reform in Russia for Mikhail Gorbachev and Boris Yeltsin during their power struggle in 1991.</li> <li>• Prepare editorials assessing the impact of Gorbachev's political and economic reforms on the demise of communism in Eastern Europe, the re-unification of East and West Germany, and the end of the Cold War.</li> <li>• Read and interpret graphs depicting economic data (GNP, inflation, etc.) for Russia during the 1980's.</li> <li>• Sketch images of the end of the Cold War and the collapse of communism in the Soviet Union and Eastern Europe.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Crowe, David. <i>The Essentials of European History - Europe Since 1935: From World War II to the Demise of Communism</i>. Piscataway: Research and Education Association 1997</li> <li>• Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> <li>• Mazour, Anatole and Peoples, John. <i>World History: People and Nations</i>. Austin: Holt, Rinehart and Winston, Inc. 1993</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>Cold War (CNN)</i></li> </ul> |



**Unit 5: Regional  
Developments in Post-  
World War II Africa, Asia,  
and the Middle East**

Unit 5 examines regional change and challenges of the post-World War II period. Nations of Africa, Asia and the Middle East provide interesting examples of countries faced with unique social, economic and political challenges.

**5.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the challenges of nationalism and independence movements after World War II - spotlight India, Egypt, and South Africa**

| Delineations  | Sample Teaching/Learning Strategies   |
|---|---|
| <p>5.1.1 Define: self-determination, colonialism, Indian Independence Act, apartheid, African National Congress (k)</p> <p>5.1.2 Identify on a map the major colonial powers in the immediate years after World War II. (k)</p> <p>5.1.3 Given historical documents, explain the cause(s) of the Suez Crisis. (a)</p> <p>5.1.4 Analyze how the following factors led to the decline of colonialism in the post World War II period: (a)</p> <ul style="list-style-type: none"> <li>• premises of the Atlantic Charter</li> <li>• colonial nationalist movements</li> <li>• cost of maintaining colonies</li> <li>• views towards colonialism by the United States and Soviet Union</li> </ul> <p>5.1.5 Assess the methods used by Mahatma Gandhi, Gamal Abdel Nasser and Nelson Mandela to promote nationalism and independence, and judge the effectiveness of each. (i)</p> <p>5.1.6 Evaluate the political, economic and social impact of apartheid on race relations in South Africa. (i)</p> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• Label on a world map the major colonial powers and their colonial possessions at the end of World War II.</li> <li>• View videos profiling the lives of Mahatma Gandhi, Gamal Abdel Nasser and Nelson Mandela to promote student awareness of the values and beliefs of each, and the role each played in the cause of nationalism.</li> <li>• Analyze nationalistic quotations or writings of Mahatma Gandhi, Gamal Abdel Nasser and Nelson Mandela and discuss the ideas of each in class.</li> <li>• Present personal accounts of the impact of apartheid on living conditions and race relations in South Africa.</li> </ul> |

**5.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the challenges of nationalism and independence movements after World War II - spotlight India, Egypt, and South Africa**

| Sample Assessment Strategies   | Educational Links   |
|--|---|
| <p><b><i>Students could, for example</i></b></p> <ul style="list-style-type: none"> <li>• Write nationalistic articles that might have appeared in Indian, Egyptian or South African newspapers during the activist times of Mahatma Gandhi, Gamal Abdel Nasser or Nelson Mandella.</li> <li>• Assume the role of either Mahatma Gandhi, Gamal Abdel Nasser or Nelson Mandella addressing nationalists in their respective countries. They could prepare and deliver a speech to the class addressing important nationalistic goals and proposed methods to achieve these goals.</li> <li>• Sketch political cartoons to portray the political, social and economic impact of apartheid on race relations in South Africa.</li> <li>• Prepare position papers to argue the effectiveness of the methods employed by Gandhi, Nasser, and Mandella to achieve their political goals.</li> <li>• Propose and defend a human rights platform to condemn apartheid policies in South Africa.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989</li> <li>• Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993</li> <li>• Krieger, Larry et. al. (Teacher’s ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>Gandhi</i> (A&amp;E Biography)</li> <li>• <i>Mandella</i> (A&amp;E Biography)</li> <li>• <i>Cold War</i> (CNN)</li> </ul> |

**5.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of selected political, cultural and economic challenges of the Middle East during the second half of the twentieth century.**

| Delineations  | Sample Teaching/Learning Strategies  |
|---|--|
| <p>5.2.1 Define: Palestine Liberation Organization, Intifadah, Islamic fundamentalism, Zionism, jihad. (k)</p> <p>5.2.2 Analyze how the partitioning of Palestine triggered tension in the Middle East leading to Arab-Israel wars between 1948 and 1973. (a)</p> <p>5.2.3 Describe the Palestinian response to the establishment of Jewish settlements in the Occupied Territories. (k)</p> <p>5.2.4 Given historical documents of the following, describe efforts to establish peace in the Middle East: (a)</p> <ul style="list-style-type: none"> <li>• Camp David Accord</li> <li>• Oslo Accord</li> <li>• Palestinian National Authority</li> <li>• Madrid Talks</li> <li>• Wye River Talks</li> </ul> <p>5.2.5 Assess how oil revenues have impacted on developments in the Middle East with reference to: (i)</p> <ul style="list-style-type: none"> <li>• modernization</li> <li>• Westernization</li> <li>• Islamic fundamentalism</li> </ul> <p>5.2.6 Assess the United Nations response to Iraq’s invasion of Kuwait during the Persian Gulf War in 1991. (i)</p> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• Use historical atlases or maps for students to examine Israeli border changes from 1948 to current times.</li> <li>• Complete a chart on the blackboard of information relating to the causes and consequences of each of the following:             <ul style="list-style-type: none"> <li>• 1948 Arab-Israeli War</li> <li>• 1956 Suez Crisis</li> <li>• 1967 Six-Day War</li> <li>• 1973 Yom Kippur War</li> <li>• 1980 Iran-Iraq War</li> <li>• 1991 Persian Gulf War</li> </ul> </li> <li>• Research Middle East peace initiatives outlined in 5.2.4 and report findings to the class.</li> <li>• Complete a chart of the following historical personalities and fill in one piece of information important to understanding the role each played in post-World War II political developments in the Middle East:             <ul style="list-style-type: none"> <li>• Gamal Abdel Nasser</li> <li>• Menachem Begin</li> <li>• Anwar Sadat</li> <li>• Jimmy Carter</li> <li>• Ruhollah Khomeini</li> <li>• Saddam Hussein</li> <li>• George Bush (Sr.)</li> <li>• Colin Powell</li> <li>• Yassir Arafat</li> <li>• Yitzhak Rabin</li> <li>• Shimon Peres</li> <li>• Benjamin Netanyahu</li> <li>• Ehud Barak</li> <li>• Ariel Sharon</li> <li>• Bill Clinton</li> <li>• Osama bin Laden</li> <li>• George W. Bush</li> </ul> </li> <li>• Invite guest speakers to address the impact of oil revenues on Middle Eastern culture.</li> <li>• Use articles in newspapers at the time of the Persian Gulf War to assess United Nations’ justification for military action against Iraq.</li> </ul> |

**5.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of selected political, cultural and economic challenges of the Middle East during the second half of the twentieth century.**

| Sample Assessment Strategies  | Educational Links  |
|---|--|
| <p><b>Students could, for example</b></p> <ul style="list-style-type: none"> <li>• Make a timeline accompanied with pictures of important events in Israel-Palestinian relations from 1948 to current times.</li> <li>• Research and summarize newspaper articles covering the events of turmoil in the Middle East identified in the second <i>Sample Teaching and Learning Strategy</i> in column two.</li> <li>• Write summaries of the Middle East peace initiatives identified in 5.2.4.</li> <li>• Assume the role of a citizen of Bagdad and write diary entries of the impact of the Persian Gulf War and U.N. sanctions on Iraqi citizens.</li> <li>• Prepare a collage illustrating the impact oil revenues had on the Middle East with reference to modernization, westernization, and Islamic fundamentalism. Argue the pros and cons of this impact from the perspective of Middle Eastern people.</li> <li>• Write newspaper editorials defending or opposing the United Nations' response to Iraq's invasion of Kuwait in 1991.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989</li> <li>• Crowe, David. <i>The Essentials of European History - Europe since 1935: From World War II to the Demise of Communism</i>. Piscataway: Research and Education Association 1997</li> <li>• Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993</li> <li>• Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>Fifty Years of Conflict</i></li> <li>• <i>Wars In Peace: 6 Day War/Yom Kippur War</i> (Teacher's Video Inc. 1-800-262-8837)</li> </ul> |



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**Unit 6: Challenges of the Modern Era**

Unit 6 addresses some of the key challenges facing the global community at the end of the twentieth century and into the twenty-first century. Pressing issues such as security, human rights, terrorism, arms proliferation, re-emergent nationalism, United Nations peacemaking/peacekeeping and the European Union are topics for examination.

**6.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of selected security, economic and environmental challenges of the modern era**

| Delineations   | Sample Teaching/Learning Strategies  |
|--|--|
| <p>6.1.1 Define: arms proliferation, terrorism, human rights, ethnic cleansing. (k)</p> <p>6.1.2 Analyze examples to illustrate three peackeeping roles that UN forces are sometimes called upon to perform in the trouble areas of the world: (a)</p> <ul style="list-style-type: none"> <li>• mediation of disputes between conflicting parties</li> <li>• deployment of military forces to maintain peace in civil or international wars</li> <li>• deployment of military forces to ensure distribution of humanitarian aid</li> </ul> <p>6.1.3 Analyze the role of recent UN peacemaking efforts in Somalia and Bosnia - Herzegovina. (a)</p> <p>6.1.4 Assess how the re-emergence of nationalism, ethnic diversity and religious differences have created conflict in: (i)</p> <ul style="list-style-type: none"> <li>• former Yugoslavia</li> <li>• Rwanda</li> <li>• India-Pakistan</li> </ul> <p>6.1.5 Assess how the quest for nuclear capability by Iraq, Iran, and North Korea have affected global security. (i)</p> <p>6.1.6 Analyze how terrorist attacks such as those on the World Trade Centre and suicide bombings in Israel have posed threats to world peace and security. (a)</p> <p>6.1.7 Explain how the European Union has moved toward greater economic integration with reference to: (k)</p> <ul style="list-style-type: none"> <li>• common currency</li> <li>• trade policy</li> </ul> | <p><b><i>Teachers can have students</i></b></p> <ul style="list-style-type: none"> <li>• Highlight Iraq, Kuwait, Somalia and Bosnia-Herzegovina on a world map and research and prepare group presentations on the effectiveness of UN peackeeping efforts in these areas.</li> <li>• Choose an event discussed in this section they would liked to have witnessed. Students could write essays explaining why they chose this event and what they hoped to learn about it.</li> <li>• Examine documents and case studies pertaining to global challenges of the modern era. Topics for consideration include:             <ul style="list-style-type: none"> <li>• terrorism</li> <li>• human rights</li> <li>• arms proliferation</li> </ul> </li> <li>• View videos to evaluate how the re-emergence of nationalism, ethnic diversity, and religious differences have created conflict in the countries identified in delineation 6.1.4.</li> <li>• Research scholarly articles pertaining to the effect on global security posed by the nuclear arms programs as pursued by Iraq, Iran, and North Korea.</li> <li>• On a large map of Europe, use coloured string and pins to connect member nations of the European Union.</li> </ul> |

**6.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of selected security, economic and environmental challenges of the modern era.**

| Sample Assessment Strategies  | Educational Links  |
|---|--|
| <p><b><i>Students could, for example</i></b></p> <ul style="list-style-type: none"> <li>• Construct a Fact Book of personalities, terms, groups and events pertinent to this SCO, e.g., terrorist groups and international organizations.</li> <li>• Prepare a multi-media presentation on images of atrocities and human suffering in Israel and the Occupied Territories, former Yugoslavia and Rwanda resulting from such factors as nationalism, ethnic diversity and religious differences.</li> <li>• Conduct a seminar and prepare written critiques pertaining to delineation 6.1.4.</li> <li>• Develop graphic organizers such as sketchings and political cartoons to depict how the quest for nuclear capability by Iraq, Iran, and North Korea can affect global security.</li> <li>• Design a poster illustrating global concerns of the modern era related to terrorism, arms proliferation and human rights.</li> <li>• Prepare a collection of newspaper articles pertaining to economic and political issues related to the European Union and summarize the key issues or pose questions that can be answered by the articles.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Krieger, Larry et. al. (Teacher’s edition 4th) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1994</li> </ul> <p><b>Audio-Visual</b></p> <ul style="list-style-type: none"> <li>• <i>The History of the European Monetary Union</i> (Films for the Humanities and Sciences)</li> </ul> |

